

Ievsiukova A. Problem of the civic education periodization in the context of the development of ideas of democracy (second half of the XIX century – 2018)

Under present conditions, civic education is a requirement of the present day, an important factor in democratic transformations, changes in the value orientations of citizens. Hence, increasing attention to its analysis and improving the quality of implementation is an urgent necessity for many democratic states, and should start with a study of its periodization.

Defining the issues and developing the periodization of civic education in the context of the development of democratic ideas in the second half of the XIX century. – including by 2018, it is worth noting the following. By studying the historical retrospective of civic education, we outlined the six main periods of its development in the context of the ideas of democracy: 1) The period of crystallization of the ideas of democracy covered by the time frame of the second half of the XIX century provided for the gradual establishment of civic education as a universal doctrine based on the model of liberal democracy J. S. Mill and concepts of education of a «democratic citizen»; 2) The period of the adoption of democratic ideas, which began at the beginning of the XX century, marked the recognition of it as one of the basic priorities of democratic development of society and its transformation into a mass social phenomenon (the creation of the first European Association of Civic Education and the publication of sign labor played a significant role in these processes) American philosopher J. Dewey «Democracy and Education»); 3) The period of the first studies on civic education in the countries of established democracy (second half of the XX century) envisaged the beginning and implementation of the first fundamental studies on civic education in the countries of established democracy; 4) The period of change in the role of civic education in establishing democracy in the countries of Central and Eastern Europe, which begins at the end of the XX century, envisaged the transformation of civic education from the tool of political indoctrination into a powerful factor in democratic change and the active role of citizens, in particular young people in the life of their own society; 5) The period of civic education in the context of global citizenship (the beginning of the XXI century) marked the new scale of its development, due to the dynamic changes in the world arena and the emergence of global citizenship, the formation of new tasks and the transformation into a permanent object of attention and priority the direction of the Council of Europe and the institutions of the European community, the state policy of many states; 6) The modern period of civic education in the context of digitalization and the search for new tools (2010-2018) is characterized by new challenges for civic education, associated with active information development, the emergence of citizenship and the new digital civic education mediated by digital technologies and online tools.

Consequently, the study and study of the experience of the emergence and formation of civic education in the context of the development of ideas of democracy from the second half of the XIX century by 2018, allows us to characterize it as a complex multidimensional phenomenon that developed under the influence of many factors and trends, the significance and correlation of which is due to specific historical, socio-political and legal realities. Also, it will help to explore the various ways that different countries have used, responding to social challenges, carrying out a reflection of educational traditions and their dynamics of development, etc.

Key words: periodization, major periods, civic education, citizen, democracy.